DOCUMENT RESUME

ED 198 763 HE 013 510

AUTHOR McCarthy, Martha M.: And Others
TITLE Training Manual: Equity for Women in Higher Education Project.
INSTITUTION Indiana Univ., Bloomington.: University Council for Educational Administration, Columbus, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
BUREAU NO 565AH61258
PUB DATE Jun 78
GRANT G007604964
NOTE 89p.: For related documents, see HE 013 508-509.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrators: *Affirmative Action: College Students: Course Evaluation: *Course Organization: Equal Education: *Equal Opportunities (Jobs): Females: Higher Education: Instructional Materials: Questionnaires: Sex Discrimination: *Socialization: Teacher Selection: Teaching Guides: *Women Faculty: Womens Education: *Workshops
IDENTIFIERS Search Committees

ABSTRACT

Guidelines for using training materials that are designed to advance women's equity are presented. This resource manual accompanies materials developed by Indiana University and may be used in conjunction with training sessions for administrators and policy-makers in postsecondary institutions or by individuals or groups interested in equity issues. Attention is directed to a possible format for using the materials in a one-day training session along with adaptations of the materials for a university course on equity for women in higher education. In addition to the sample format for a one-day workshop, suggestions for evaluating the workshop, a checklist of needed facilities and materials, and descriptions of the materials developed by the Indiana team are presented. The hypothetical course would consist of 15 class sessions of three hours each. A general course outline and suggestions for using the materials in each of the 15 sessions are presented, along with descriptions of training activities developed by other institutions that may be incorporated into the course. The training materials to be used in the workshop or course, provided under separate cover, are as follows: "Equity Goal Ranking Process," by Martha M. McCarthy and Laura J. Evans: "Women in Colleges and Universities," by Mary R. Carroll and David L. Clark: "Women in Higher Education: A Casebook," by Marianne H. Mitchell, M. McCarthy, D. Clark, and Mary Anastasiow: and "The Search and Screen Committee: A Simulation," by M. Carroll, D. Clark, and M. Mitchell. Appended materials include questionnaires to be used in conjunction with the materials. (SW)

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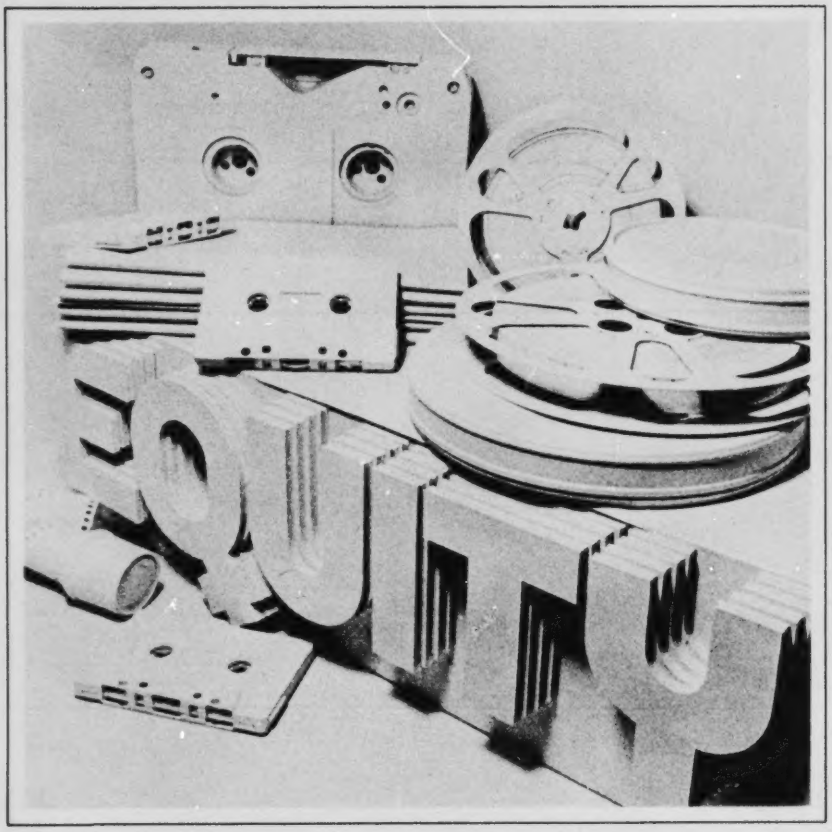

Training Materials for Advancing Women's Equity

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EQUITY FOR WOMEN IN HIGHER EDUCATION PROJECT

Indiana University Development Team:

Project Director:	Martha M. McCarthy
Project Associates:	David L. Clark
	Marianne H. Mitchell
Research Associates:	Mary Anastasiow
	Karen G. Beam
	Joan M. Beckman
	Mary R. Carroll
	Laurie J. Evans
Media Specialist:	Katherine A. Tourin

TRAINING MANUAL: EQUITY FOR WOMEN IN HIGHER EDUCATION PROJECT

Martha M. McCarthy
Joan M. Beckman
Katherine A. Tourin

Sponsored by

The University Council for Educational Administration in cooperation with Boston University, Georgia State University, Indiana University, University of Iowa and The Ohio State University. Project Director for UCEA is Jack Culbertson; Project Coordinator is Grace Chisolm.

June, 1978

FEB 16 1981

The development of the materials which are the subject of this presentation was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare, under the Women's Educational Equity Act. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Project No. 565AH61258

Grant No. G007604964

Indiana University Project Advisory Committee

Mary Corcoran, Director of Graduate Studies, Department of Higher Education, University of Minnesota; Richard Gousha, Dean, School of Education, Indiana University; Jessie Lovano-Kerr, Dean, Women's Affairs, Indiana University; Robert O'Neil, Vice President, Indiana University, Bloomington; Nancy Seltz, Director of Women's Programs, School of Continuing Studies, Indiana University; Robert Shaffer, Chairperson, Department of Higher Education, Indiana University; Richard Stephens, Vice President for Academic Affairs, Greenville College, Greenville, Illinois.

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Women's Program Staff: Joan Duvall, Director
M. Patricia Goins, Project Officer

U.S. Department of Health, Education, and Welfare:
Joseph A. Califano, Jr., Secretary

U.S. Office of Education
Ernest L. Boyer, Commissioner

PREFACE

In January 1976 the University Council for Educational Administration activated a task force on the "Role of Women in Educational Administration." Among other things, the task force recommended that UCEA place priority on the development of training materials for enhancing women's equity in education. Shortly after the meeting, a materials development proposal was written and submitted to the staff of the Women's Educational Equity Act (WEEA). In August 1976, the WEEA staff announced that UCEA had been awarded a two-year grant to develop six training modules for enhancing women's equity.

This manual describes in detail one of the modules and ways and means for using its various components for instructional purposes. We are not able to provide detailed information in this manual about the other modules. However, Chart I (Appendix A) summarizes selected information about the five modules which are treated in other manuals.

The module described in this manual and those depicted briefly in Chart I were field tested in a range of validation conferences. Information on those conferences is presented in Chart II (Appendix B).

Additionally, team leaders have presented all of the modules at national, regional and/or state conferences. Organizations and leaders who helped facilitate presentations at conferences are listed in Appendix C. Professors who validated the materials in "use settings" and those who participated in construct validation are listed in Appendix D.

From what has been said, it is evident that many institutions and leaders have contributed to the development and field testing of the six modules. UCEA is especially indebted to Paula Silver who wrote the original proposal for the project and who developed one of the six modules; Mariam Clasby and Joan Dee, who chaired the Boston team; Ann Engin and Russel Spillmen for co-chairing The Ohio State University Team; Martha McCarthy, David Clark and Marianne Mitchell, who co-chaired the Indiana University team; Charlotte Robinson and James Maxey for jointly chairing the Georgia State team; and Lillian Dean Webb and John McClure who gave joint leadership to the Iowa team. Supporting these team leaders were numerous other individuals in the six participating universities, and we express appreciation to all of them.

We cannot pass over lightly the many university professors and students who contributed time and effort to the planning and implementation of the 22 validation conferences. These individuals and the hundreds of leaders who participated in the 22 conferences are due a special note of thanks because they provided ideas which helped shape the final versions of the modules.

The value of the feedback provided us by leaders at conferences which were planned in cooperation with the national, regional and state associations and by professors who participated in use and construct validation should not be underestimated. We express our thanks to these leaders.

M. Patricia Goins, Education Program Specialist of WEEA, served as the link to the UCEA Project staff. Her contributions to the Project were consistently helpful and prompt. We express our appreciation to her for the help rendered.

Finally, we express appreciation to the UCEA Executive Committee who gave unanimous support to the proposal; to Ethel McKenzie, Sandy Conyers and other secretarial staff who have given clerical and administrative support to the project; and to UCEA Associate Directors Nicholas Nash, Normal Ellis, Martin Finkelstein and Peter Hackbert who provided advice, help and support during the life of the project.

We hope that the many contributors to the Project have received benefits and satisfactions from helping advance the cause of women's equity. Even though individual efforts may seem small, many lamps can shed much light.

Grace Butler Chisolm
Jack Culbertson
August 1978

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EQUITY FOR WOMEN IN HIGHER EDUCATION:

AN OVERVIEW

The serious female academic confronts sexual barriers at every phase of her career, beginning with formal and informal socialization processes before she enters an institution of higher education and continuing even as she rises to a successful position in her field. These sexual barriers range from the subtle discriminatory behaviors of colleagues and subordinates to the more obvious inequities that still exist in many aspects of academic employment. The WEEA/UCEA project teams have developed equity training materials that are designed to increase sensitivity to and understanding of these barriers confronting women.

This resource manual accompanies the materials developed by the project team at Indiana University and is intended to provide assistance to those organizing and leading equity training sessions for the specific target population comprised of administrators and policymakers in post-secondary institutions. However, the information, suggestions and activities included in this manual can be used by any individual or group interested in equity issues.

The Indiana team has designed the following four products.

1. McCarthy, Martha M. and Laura J. Evans, Equity Goal Ranking Process. In this series of structured activities, participants discuss and rank ten equity goals for colleges and universities and design a plan to attain the top priority goal. Areas of concern to female students, faculty members and administrators are included in this exercise.

2. Carroll, Mary R. and David L. Clark, Women in Colleges and Universities. This monograph (and accompanying slide tape) contains empirical research, experiential evidence and informed speculation about women in colleges and universities. Seven topical areas (Productivity, Recruitment and Selection, Reward Systems, Socialization, Administrative Opportunities, Responses to Discriminatory Behavior and Special Problems Confronting Minority Women) are covered in the monograph and slide tape. In addition, references are listed in the monograph for readers who may wish to pursue various topics in greater depth.

3. Mitchell, Marianne H., Martha M. McCarthy, David L. Clark, and Mary Anastasiow, Women in Higher Education: A Case Book. A variety of reality-based cases depict situations faced by women in institutions of higher education. Suggestions are given for the effective use of case studies with various groups. Each case is available with a media adaptation, either an audio tape or a slide tape.

4. Carroll, Mary R., David L. Clark, and Marianne H. Mitchell, The Search and Screen Committee: A Simulation. In this exercise, participants assume the roles of members of a search and screen committee that must evaluate a group of candidates applying for an assistant professor position and decide which persons should be invited for interviews. Emphasis is placed on equity issues that arise when female candidates are being considered. The simulation is designed to promote a discussion of the biases that may affect the decision-making process.

In the remainder of this manual, various uses of the above materials in a workshop and a course setting are described. Specifically, Section I entails a possible format for using the products in a one-day training session, and Section II includes a discussion of adaptations of the materials for a university course on Equity for Women in Higher Education. Since detailed directions for participants are included within each individual set of materials, the discussion of procedures remains somewhat general in this manual. Readers are encouraged to obtain a sample copy of the individual products for more elaborate directions as well as suggestions for facilitators.

SECTION I: One-day Workshop

SECTION I

USE OF MATERIALS IN A ONE-DAY WORKSHOP

In this section of the Training Manual, one option for using the materials in an eight-hour session is described. Specifically, part A contains a sample format for a one-day workshop. In part B, each of the four products developed by the Indiana team are described for use in a one-day workshop. Part C includes suggestions for evaluating the workshop, and part D contains a checklist of needed facilities, materials and equipment.

The materials dealing with the more generic aspect of equity for women in higher education (the equity process and the monograph) are scheduled to be introduced to participants during the morning session of the workshop. The equity process is placed first on the agenda as it mandates participation by all individuals and therefore is a good introductory exercise. During the afternoon, participants are introduced to specific situations (the case studies and the credentials simulation) that offer examples of subtle as well as overt discrimination against women. It is assumed that trainers will make the decision as to whether "get acquainted" activities are necessary based on an assessment of the composition of the specific workshop clientele.

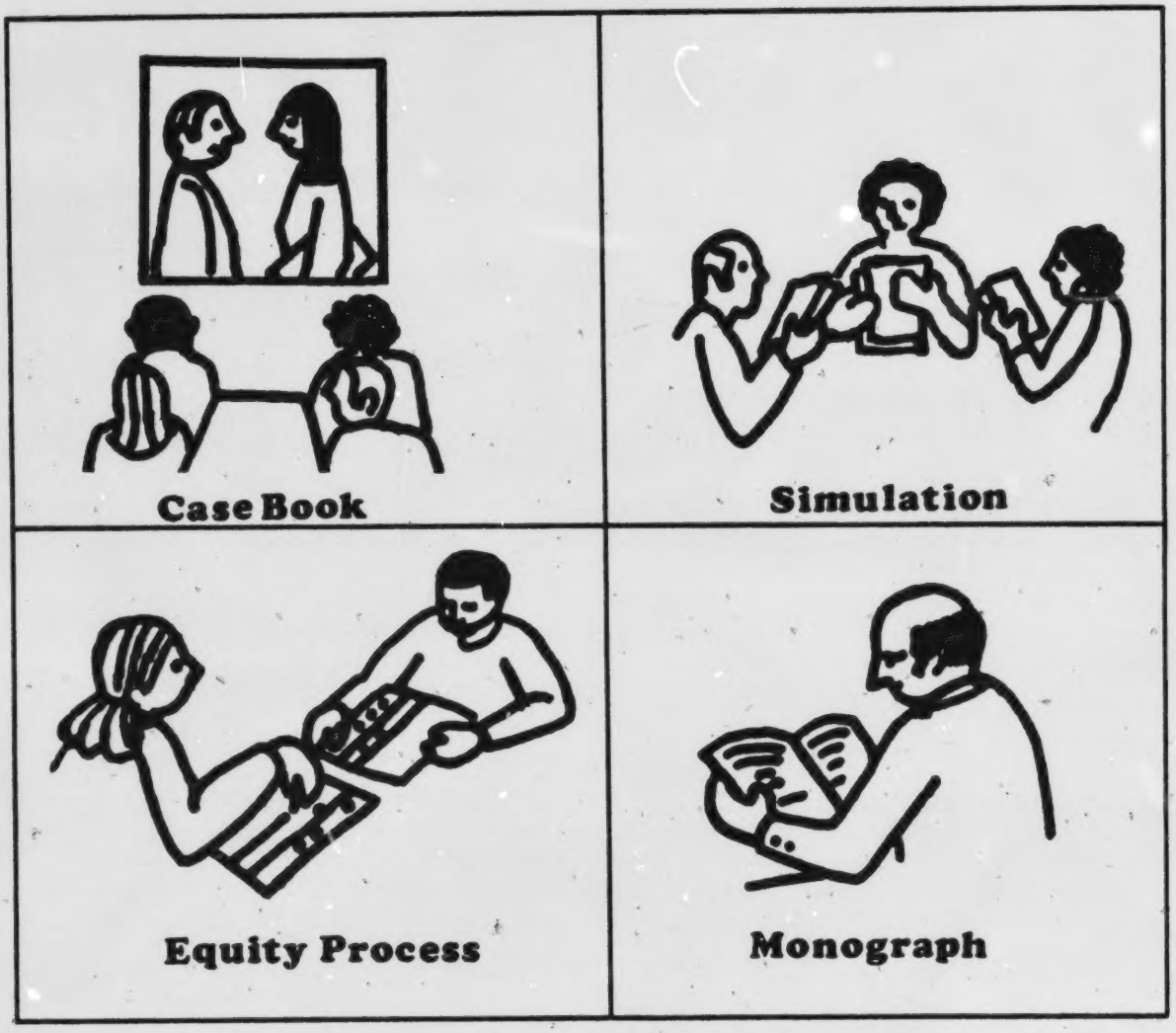
A. SAMPLE FORMAT FOR A ONE-DAY WORKSHOP

TITLE:	Equity for Women in Higher Education
TARGET GROUP:	Administrators, policymakers, faculty, staff and students in post-secondary institutions.
PRESENTERS:	(Insert names)*
PURPOSE:	To present equity training materials to improve the knowledge, attitudes and skills of actual and potential leaders in post-secondary educational institutions.
FORMAT:	Four training materials are explored during the workshop. Techniques for using the materials and adapting them to various campus settings also are discussed. The materials presented in the morning are general in nature, depicting the status of women in post-secondary institutions and addressing global equity concerns. In the afternoon the focus shifts to specific examples of subtle discriminatory practices in colleges and universities.
9:00 - 9:30	Introduction and Overview of the Workshop
9:30 - 11:00	1. Equity Goal Ranking Process (laboratory exercise)
11:00	Coffee Break
11:15 - 12:30	2. Women in Colleges and Universities (monograph)
12:30 - 1:30	Lunch
1:30 - 2:30	3. Women in Higher Education: A Casebook (individual case studies)
2:30	Coffee Break
2:45 - 4:30	4. The Search and Screen Committee (simulation exercise)
4:30 - 5:00	Wrap-up and Evaluation

*The leadership team should include both men and women.

B. INSTRUCTIONS FOR USING THE MATERIALS

The following instructions for using the four Indiana University products are limited to activities that can be completed in a single day. Although the materials are sequenced for illustrative purposes, they can be used individually or in any combination to meet the particular needs of different campus settings. For each product the following information is provided: purpose, target population, process, materials, facilities and prerequisites for group facilitators.



1. Equity Goal Ranking Process

9:30 a.m. - 11:00 a.m.

Purpose

The Equity Goal Ranking Process* is a task-oriented set of activities in which participants discuss and rank ten goals related to the advancement of equity for women in institutions of higher education. The primary purpose of this set of activities is to identify equity issues of major concern by ranking the ten goal statements. In addition to generating a priority ranking of equity goals, individuals participating in the process should:

(a) increase their knowledge of women's equity issues in higher education,

(b) strengthen their understanding of various activities needed to advance equity efforts, and

(c) increase awareness of their own attitudes toward equity issues.

An expected side benefit from participating in the structured small group exercises is the development of skills in consensus decision-making.

Target Population

The exercise is appropriate for use with all individuals involved with higher education: policymakers, administrators, faculty, staff and students. Participants can be homogeneously grouped (representing one role category or one particular institution) or heterogeneously grouped. Any number of individuals can participate in the exercise simultaneously.

Process

Each participant is provided a list of the ten "Equity Goals for Institutions of Higher Education." Participants discuss and rank the goals in four rounds. During the first round (approximately 20 minutes), each individual rates the goals by assigning a value of one to five points to each goal statement. The participants then form small groups of three to

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*The structure of this exercise is adapted from the Phi Delta Kappa process for ranking student learning goals.

five members for the remaining rounds of the exercise. In the second round (approximately 15 minutes) group members share their individual ratings of the goal statements and mathematically average the scores. During the third round (approximately 30 minutes), members of each small group reach consensus as to the value and rank order of the equity goals. After this round, a brief report from each small group allows the group facilitator to tabulate a composite average score for each goal. Thus, each small group can compare its own rating with that of the total group.

The exercise may be concluded after the third round when the participants have generated a priority list of the equity goals. However, if time permits, a follow-up activity may be fruitful. During a fourth round, participants in their small groups may explore their top priority goals in detail. Forces that facilitate and inhibit the attainment of the goal may be identified. Also, objectives and/or activities to achieve the goal may be discussed and recorded during this final phase of the exercise. Or, the fourth round might consist of a general discussion/ brainstorming session regarding the top priority goals. The group facilitator should adapt the fourth round activities to meet the needs of the participants and their institutional settings.

Evaluation opinionnaires should be completed by all participants at the conclusion of the activity (see Appendix E).

Materials

1. Equity Goal Ranking Process: An Overview**
2. A set of display boards on which the equity goals and descriptions are printed, and 25 discs for each participant
3. Numbered cards to identify small groups
4. A set of participant directions and supplementary sheets for Rounds I, II, III and IV
5. Guide for Group Facilitators

Facilities

1. A room large enough for easy movement
2. Tables with space for three to five participants

**Participants do not need to have a copy of this document. A brief overview of the exercise can be presented orally by the Group Facilitator.

Group Facilitator

A set of materials for participants contains most of the information needed by group facilitators. Individuals who have participated in the activities and attended a training session to review the suggestions in the Guide for Group Facilitators should be adequately prepared to serve as leaders for the exercise.

One group facilitator should be able to direct the exercise with 30-45 participants in as many as 10 small groups; but preferably, one facilitator should be provided for every four small groups.

2. Women in Colleges and Universities: A Monograph

11:15 a.m. - 12:30 p.m.

Purpose

The monograph presents research data about women in colleges and universities that has been accumulated over the past several years to support generalizations about the present and future role of women in these institutions. The following seven themes have been chosen to represent the substantive areas in which questions and issues arise most frequently regarding the role of women in institutions of higher education:

1. The Productivity of Women Faculty Members
2. Recruitment and Selection of Women Faculty Members
3. Women Faculty and the University Reward System
4. Socialization of Women in Colleges and Universities
5. Administrative Opportunities for Women in Colleges and Universities
6. Responses of Women to Discriminatory Behavior in Colleges and Universities
7. Special Problems Confronting Minority Women in Colleges and Universities

Target Population

The monograph is appropriate for all role groups in post-secondary institutions. It is particularly useful as an instructional tool for policymakers and administrators who are unable to attend formal training sessions.

Process

This monograph is intended primarily as a reference tool. However, if it is used in a workshop setting, the generalizations in each of the seven topical areas should be presented to the participants in a lecture. Either the

slide tape or the set of transparencies that accompany the monograph can be used for this 30-minute presentation. If the total number of participants is small (under 10), then a general discussion of the major generalizations and support data should follow the lecture. However, if there are more than 10 persons in the group, participants should be divided into discussion groups of 5-8, with each group focusing on one section of the monograph. At least 45 minutes should be allocated for this follow-up discussion. The questions at the end of the sections of the monograph can serve as a guide for the discussion. During the small group session, the leader should encourage individuals to challenge the generalizations and offer support data for their arguments. All participants can be brought back together at the end of the small group discussion to report to the total group. Participants should be asked to complete a short opinionnaire (see Appendix F) at the conclusion of the activity.

Materials

1. Monograph: Women in Colleges and Universities
2. Slide tape (tape recorder with synchronizer, slide projector and projection screen)
3. Set of transparencies (overhead projector)

Facilities

1. Room that can be darkened
2. Space for several discussion groups to work independently

Discussion Leaders/Facilitators

Individuals should have a general knowledge of equity issues and be familiar with the monograph in order to serve as discussion leaders. The person who is responsible for the lecture will need to review the slide tape and/or transparencies before the workshop.

3. Women in Higher Education: A Casebook

1:30 p.m. - 2:30 p.m.

Purpose

In this casebook the reader is introduced to a number of situations in which various forms of discrimination against women in higher education have occurred. The cases depict some of the obvious forms of discrimination as well as the subtle ones. This casebook is viewed as an open-ended handbook with a variety of possibilities for use.

Seven cases were chosen to be representative of major areas of discrimination against women in higher education. Across the seven cases, the authors have attempted to document incidents involving:

1. Selection Processes--ranging from student admission into institutions of higher education to the employment of personnel for faculty and administrative positions.

2. Reward Systems--including such obvious topics as salary, rank and tenure and less obvious problems as class loads, travel funds and availability of assistantships to women students.

3. Professional Socialization--including both the more formal mechanisms of introducing professional peers and students to information sources, resources and opportunities for productivity and the less formal techniques for providing support, encouragement and collegiality.

4. Expectations for Productivity/Stereotyping--including expectations and preconceptions held about how and in what areas students and faculty are likely to concentrate their efforts and achieve success.

5. Subordinate-Superordinate Relationships--encompassing the myriad of circumstances in universities in which students, staff, faculty and administrators find themselves involved in hierarchical relationships.

6. Remedies and Recourse--including the special problems that arise when sex discrimination has reached the point where recourse to intra- and extra-institutional channels is initiated by an individual member of the university community.

Target Population

The cases are appropriate for use with all role groups involved in institutions of higher education. Heterogeneous or homogeneous groupings can be employed.

Process

There is great flexibility in the use of case studies. The situations depicted can serve as the experience base around which many types of learning activities may revolve. Users may add new cases to the book or enrich the existing cases by adding examples drawn from their own experience. After becoming familiar with a case study, an individual may be directed to search out additional information and ideas, draw inferences and conclusions, reason with facts, and/or use previously acquired knowledge. Participants may express themselves through written commentary or by interacting with others in a group setting.

The cases are designed so they can be used in the following manner in a workshop setting. First, a case is introduced to a group of five to eight participants using either a slide tape or an audio tape. Then, the group facilitator leads a discussion of the case, using the discussion questions that are interjected at critical points within the case. At least 45 minutes should be allocated for introducing and discussing each case. For best results it is suggested that the size of discussion groups be limited. Groups of more than eight people may inhibit the participation of some individuals. If time permits, participants can role play various aspects of the case or develop alternative endings.

Some type of evaluation questionnaire should be completed by participants after they have used the cases. The questions should be adapted to the specific cases used in the session. Appendix G contains a sample form.

Materials

1. Women in Higher Education: A Casebook*
2. Slide tapes for Cases IV, VI and VII (Tape recorder with synchronizer, slide projector and projection screen)
3. Audio tapes for Cases I, II, III, IV, V, VI and VII (Cassette tape recorder)

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*A group facilitator may wish to distribute copies of only one case if the group will not be exploring the entire casebook.

Facilities

1. A room that can be darkened

2. Several small rooms for discussion groups to listen to audio tapes

Group Facilitators

General knowledge of equity issues and familiarity with the cases should prepare an individual to serve as a group facilitator.

4. The Search and Screen Committee: A Simulation

2:45 p.m. - 4:30 p.m.

Purpose

The search and screen committee simulation is a task-oriented experience in which participants become involved in a segment of the activities of a search and screen committee. During the simulation, participants must evaluate a group of candidates and reach a decision about which individuals should be invited for an interview and in which order of preference. The simulation includes the needed data on candidates applying for an assistant professorship in higher education for two different institutional settings (both universities are doctoral degree granting institutions, but one is a research center institution).

Target Population

The simulation is suitable for use with all segments of the higher education community that typically become involved in the recruitment and selection process. It should work optimally when an effort is made to approximate the usual representation on search and screen committees at an institution. However, the simulation can also be used with groups composed entirely of one segment of the target population, in which case it is desirable to ask participants to assume roles in the simulation other than their current role. This almost surely would be the case if it were used as a class exercise with students.

Process

Each participant is provided with a packet of all of the information and materials necessary to become involved in the simulation. There are two stages to the exercise followed by a discussion stage. In the first stage that lasts 45 minutes, participants work alone. In this stage, participants must read all of the materials and evaluate the credentials of five candidates for a particular position. Each participant completes a summary sheet, rating the candidates on various items.

In the second stage, the participants work as a group to reach agreement on three candidates who will be invited for an interview and the order in which the candidates will be invited. One hour is allowed for stage two. At the end of the second stage, the simulation is concluded and the discussion leader then guides the group in consideration of the key issues and topics which emerged from the decision-making process of that group. The discussion suggestions provided in the Guide for Discussion Leaders/Facilitators are designed to assist in that task. Time for the

discussion stage should be flexible depending upon the circumstances in which the simulation is conducted and the interest of the group. Thirty minutes is probably a minimum allocation for this purpose. Participants should complete an evaluation questionnaire at the conclusion of the simulation experience (see Appendix H).

Materials

1. The Search and Screen Committee: A Simulation
   (a) Introductory Materials
   (b) Packet of Candidate Information
2. Guide for Discussion Leaders/Facilitators
3. Chalkboard or large piece of paper and tape

Facilities

1. A room with tables that seat 6-10 persons
2. Space for each committee of 6-10 to work independently

Discussion Leaders/Facilitators

The leader of the simulation should be knowledgeable about equity issues faced by women in higher education, particularly with the equity situation at his or her own campus. A person with this knowledge base who is generally familiar with the simulation materials and has read the Guide for Discussion Leaders/Facilitators should be able to lead the simulation without further assistance.

C. WORKSHOP EVALUATION

Several alternatives are available to group facilitators in designing an evaluation scheme for the workshop. Pre- and post-test instruments can be used to evaluate the knowledge and/or attitude changes among participants. Also, an opinionnaire on the merits of the materials in relation to the goals of the workshop can be administered at the conclusion of the session. Sample evaluation instruments are included in Appendix I.

If facilitators desire informal feedback as to the merits of the activities and materials, simple opinionnaires such as the ones included in Appendices E through H can be distributed at the conclusion of each activity. Such quick-answer instruments are easy to administer and tabulate, and they provide feedback on the individual products rather than on the total workshop experience.

D. CHECKLIST: ONE-DAY WORKSHOP

Item	Number Needed	Where Available	When to be Provided
FACILITIES			
Large room that comfortably seats the participants at either round or conference tables	1		
Smaller rooms for group discussions (4 concurrent sessions)	3		
MATERIALS			
Copies of EQUITY GOAL RANKING PROCESS for all participants			
Copies of WOMEN IN COLLEGES AND UNIVERSITIES, a monograph, for all participants			
Slide-tape that accompanies WOMEN IN COLLEGES AND UNIVERSITIES, a monograph*			
Transparencies that accompany WOMEN IN COLLEGES AND UNIVERSITIES, a monograph			
Copies of WOMEN IN HIGHER EDUCATION: A CASEBOOK for all participants			
Audio-tapes that accompany WOMEN IN HIGHER EDUCATION: A CASEBOOK for cases:			
I			
II			
III			
IV**			
V			
VI**			
VII**			

*Slide-tape is pulsed to Wollensak tape-recorder model #2570 or Singer Caramate. Audio portion may be used without slides.

**Also available in slide-tape program.

CHECKLIST: ONE-DAY WORKSHOP (continued)

Item	Number Needed	Where Available	When to be Provided
MATERIALS (continued)			
Slide-tapes that accompany WOMEN IN HIGHER EDUCATION: A CASEBOOK for cases:			
IV*	_____	_____	_____
VI*	_____	_____	_____
VII*	_____	_____	_____
Copies of THE SEARCH AND SCREEN COMMITTEE: A SIMULATION for all participants	_____	_____	_____
Pre- and post-evaluation forms	_____	_____	_____
Feedback opinionnaires for each product	_____	_____	_____
EQUIPMENT			
For slide-tape programs:			
A. Kodak Carousel slide projector	_____	_____	_____
Projection screen	_____	_____	_____
Wollensak tape recorder (Model #2570, with synchronizing cord) or	_____	_____	_____
B. Singer Caramate	_____	_____	_____
For audio tapes:			
Any brand cassette tape players	_____	_____	_____
For overhead transparencies:			
Overhead projector	_____	_____	_____
Projection screen	_____	_____	_____
Extra projector bulb, extension cords, plug adaptor	_____	_____	_____

CHECKLIST: ONE-DAY WORKSHOP (continued)

Item	Number Needed	Where Available	When to be Provided
MISCELLANEOUS MATERIALS			
Scratch Pads, 5 x 8	_____	_____	_____
Marking Pens	_____	_____	_____
Newsprint/Stand--easel	_____	_____	_____
Chalkboard/Chalk	_____	_____	_____
Masking Tape	_____	_____	_____
Name Tags	_____	_____	_____
Pencils	_____	_____	_____
Scissors	_____	_____	_____

SECTION II: University Course

SECTION II

USE OF MATERIALS IN A UNIVERSITY COURSE

In this section, suggestions are offered for using the previously described materials in a university course. In addition, training activities developed by the other institutions that have participated in the WEEA/UCEA project are keyed to various themes for incorporation in such a course. The following discussion is not intended to comprise a comprehensive course prospectus; any materials selected for use should be adapted to the goals and objectives of the specific setting.

For organizational purposes, the following format for the hypothetical course is used: 15 class sessions of three hours each. The remainder of this manual includes a general outline of the course and suggestions for using the Indiana University materials in each of the 15 sessions. These recommendations easily could be adapted to a number of organizational formats ranging from an intensive one-week seminar to a two-semester course that meets on a weekly basis.

A. GENERAL OUTLINE OF THE COURSE

Session

I Course overview and get acquainted activities (Present overview of materials)

II Women in Colleges and Universities (Introduce monograph information)

III Women in Colleges and Universities (Apply monograph generalizations to a specific institution)

IV Women in Colleges and Universities (Design process for adding current research studies to the data on the status of women)

V Equity Goal Ranking Process (Complete priority ranking of goals)

VI Equity Goal Ranking Process (Conduct institutional needs assessment)

VII Equity Goal Ranking Process (Design an action plan to attain top priority goals)

VIII Women in Higher Education: A Casebook (Introduce case materials)

IX Women in Higher Education: A Casebook (Write additional cases)

X Women in Higher Education: A Casebook (Role play various endings to cases)

XI The Search and Screen Committee: A Simulation (Introduce simulation experience)

XII The Search and Screen Committee: A Simulation (Discuss issues raised by the hiring process in post-secondary institutions)

XIII Related activities (Explore related themes and materials to advance equity)

XIV Related activities (Continue to explore related themes and materials)

XV Culminating activities (exam and/or reports) and course evaluation

B. SUGGESTIONS FOR SESSION I

(Course Overview)

This session should entail an overview of the course including expectations and requirements. In addition, a portion of the first session should be devoted to activities that will assist class members in getting to know one another and communicating about equity issues. If pre- and post-evaluation data are going to be gathered on the course, the pre-test instruments should be administered at the beginning of the first class session.

Sample "Ice Breaker" Activities

1. Have participants form dyads and introduce themselves, tell why they are enrolled in the course and share other personal/professional experiences. After several minutes, have the class members introduce their partners to the total group.

2. Have participants compile a list of all the famous women, past or present, of whom they can think in a five-minute period. Then, repeat the process for famous men. Have participants from triads and discuss their reasons for including the individuals on their lists. One person from each triad then reports briefly to the entire class.

3. Have participants describe their hometowns to the entire class, without giving the name of the community. Other members of the class attempt to determine the name of the home site as more specific information is given to the group. The time limit for each description should be determined by the size of the group.

4. Have participants introduce each other to the class through the use of descriptive adjectives such as cheerful, tall, studious, professional, sober, etc. A limit of four sentences may be imposed upon the introducer.

5. Have participants draw a logo or symbol depicting their professional or student status. Then have each class member explain the significance of his or her logo.

Sample Course Objectives

Participants will:

1. Increase their knowledge of the genesis and parameters of the current status of women's participation in all aspects of higher education.

2. Increase their understanding of the individual, cultural and systemic orientations that have led to the necessity for equity programs and continue to impede the success of equity programs in higher education.

3. Increase their acceptance of and commitment to equity goals.

4. Enhance their skills in becoming successful change agents through the promotion of cognitive, skill and affective aspects of equity programs with a wide variety of campus groups.

Sample Course Requirements

1. Class participation.

2. Assigned readings: Women in Colleges and Universities (monograph), Women in Higher Education: A Casebook and selected journal articles.

3. An annotated bibliography of 15 articles on current equity issues.*

4. Individual or group research project (updating data on one of the topics selected from the monograph).

5. Individual development project (developing one activity that can be used in subsequent training sessions to advance equity for women in post-secondary institutions).

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*The use of ERIC descriptors such as affirmative action, civil rights, equal protection, feminism, reverse discrimination, sex role, sex stereotype and women's studies will aid in the search for articles.

C. SUGGESTIONS FOR SESSIONS II, III AND IV

(Monograph)

Reference material contained in the monograph, Women in Colleges and Universities, forms the basis for these sessions. Although this monograph easily can serve as the framework for an entire course (with several sessions devoted to each of the seven substantive areas), in the option presented here, the total monograph is explored in three class periods. Subsequently, the material is used for reference purposes throughout the course.

Session II

The generalizations from the monograph can be presented in a fashion similar to the outline for the one-day workshop. An alternative way to introduce the content covered in the monograph is to give participants a short multiple choice test on the substantive areas with a follow-up discussion of the answers to the questions. Items for the test could be taken from the evaluation instruments in Appendix I.

Session III

Class members select specific generalizations and explore them in relation to their own institutional settings or a simulated setting. They are asked to respond to questions such as:

(1) Are these generalizations operating in your institution?

(2) Upon what evidence do you base your conclusion?

If participants are not in agreement as to whether a particular generalization is in fact operating at the specific institution, a process for gathering the needed data to make the determination should be designed. Information to refute or substantiate each of the selected generalizations should be recorded by the class members.

Session IV

Class members explore methods for adding current research studies to the data included in the monograph. By this time each participant should have decided on his or her topic for a research project. The form of the project could vary from individual assignments based upon the areas covered in the monograph to small group assignments to an entire class project on a selected topic of particular interest. Regardless of the

organizational structure for conducting the research, the various tools for obtaining current data (e.g., journals, ERIC probes, etc.) should be systematically explored with the entire class. Among the reference sources are Women's Studies Abstracts that encompasses most studies published on women in any subject area and the Current Index to Journals in Education (CIJE) that lists articles in educational journals by author, title and subject area.

D. SUGGESTIONS FOR SESSIONS V, VI AND VII

(Equity Process)

The Equity Goal Ranking Process is the basic resource for these sessions although class members will continue to use the monograph throughout the course. The equity process can be used in a variety of ways depending on how extensively one wishes to pursue the goals. Actually, the uses of this process range from a one-hour ice-breaker exercise to the major substance for an entire course. The following description is basically for a nine-hour period of time.

Session V

The first three rounds of the equity process (as described for the one-day workshop) are used. In addition, at the conclusion of the three rounds the total group attempts to reach consensus as to the priority ranking of the goals. The outcome of this session, therefore, is to compile a total group ranking of the equity goals.

Session VI

Participants review the priority listing of goals and conduct an institutional needs assessment regarding the goal statements. During the needs assessment activity, each participant ranks how well the institution is addressing the goals. After working for 15-20 minutes individually, the participants form small groups, share their scores and attempt to reach a consensus score as to the level of attainment of the equity goals. Appendix J contains a sample form that can be used to record both the individual and group needs assessment scores. After the small groups have discussed the goals and reached consensus on the needs assessment scores (approximately one hour), each small group reports to the total class. A large group discussion of the institutional needs (including a comparison of the needs assessment data and the goal ranking data) culminates this phase of the activity.

Session VII

Class members devise an action plan for attaining a top priority equity goal. Round IV directions that are included in the packet of materials for the Equity Goal Ranking Process provide instructions for participants. The outcome of this session is for each small group to formulate a list of objectives and activities for attaining the equity goal perceived to be of the most immediate concern.

E. SUGGESTIONS FOR SESSIONS VIII, IX AND X

(Case Studies)

The case situations depicted in Women in Higher Education: A Casebook form the basic source materials for these three sessions.

Session VIII

The individual cases initially are introduced in much the same manner as outlined for the one-day workshop. During this three-hour session, each small group should have sufficient time to explore two or three of the cases. The other cases can be assigned for outside reading.

Session IX

Participants develop additional cases based upon: (a) their own experiences, (b) individual interviews with colleagues or acquaintances or (c) group interviews with persons likely to have encountered particular forms of sex discrimination. Cases can be written in small groups or individually. The chart in Appendix K can be used as a reference tool to assist participants in classifying the equity issues in the cases they develop. If certain participants become especially interested in developing cases, they may wish to produce media adaptations such as audio or video tapes to accompany the written material.

Session X

Participants discuss the cases they have developed. This sharing process can take place in small groups or with the total class. Adversary discussions, including but not limited to role playing, can be used to stimulate the identification of issues in the cases. At this point, it might be advantageous to have some female faculty members and administrators address the class to describe their personal experiences in the area of sex discrimination. It might also be instructive to have some male faculty members share their perceptions of evidence or lack of evidence of sex discrimination within their departments. In addition, a panel of male and female faculty members might stimulate an enlightening discussion.

During the three sessions devoted to the case studies, a segment of time should be reserved for class members to share ideas regarding the in-service activities that are being developed (see "Course Requirements," p. 24). Perhaps a portion of Session X could be devoted to preliminary progress reports on these activities.

F. SUGGESTIONS FOR SESSIONS XI AND XII

(Simulation)

The Search and Screen Committee: A Simulation is the major resource for Sessions XI and XII.

Session XI

The simulation exercise is presented as outlined for the one-day workshop. A possible variation would be to change the names and sex-identifiable demographic data of the candidates for the various small groups engaged in the exercise. Comparisons among the groups' rankings of the candidates could then be made. Another variation would be to assign roles to the individual group members, such as blocker, mediator, or gate-keeper.

Session XII

During this session the discussion focuses on equity issues involved in the search and screen process. Activities might include, but are not limited to, the following:

1. Have class members form small groups and brainstorm as to the most objective procedure that could be used for reaching consensus in a search and screen committee. After brainstorming, the group members attempt to reach consensus as to the most viable process, record their conclusions, and make a report to the total class.

2. Have participants brainstorm variables that possibly are correlated to the hiring of particular candidates (e.g., the date the credentials were received by the committee, the completeness of the credentials, the sex of the candidates, the type of recommendations, etc.). After compiling a list of the variables, the group ranks the variables in order of their perceived importance in determining the hiring decision. Some class members may wish to engage in a research project to gather actual data on the correlation between a certain variable (e.g., the date the candidate's credentials were received by the committee) and the persons who were hired or invited for interviews.

G. SUGGESTIONS FOR SESSIONS XIII AND XIV

(Related Themes and Materials)

These two sessions are devoted to exploring other materials that are related to equity issues. Themes may have emerged during the course that warrant additional attention, or class members may be aware of various materials that would be useful for the class to pursue.

In addition, it may prove fruitful to review the equity materials that have been developed by the five other institutions that have been involved in the WEEA/UCEA project. Although each of the cooperating universities designed its instructional module for a distinct target group, many of the materials developed can be used for a variety of target populations. Consequently, individuals interested in advancing equity for women in higher education might find that the materials aimed for administrative trainees or professors of educational administration are helpful instructional tools. Paula Silver, University of Tulsa, has categorized the materials developed at all six cooperating institutions around the following five themes.*

Theme 1: Sex discrimination does exist, and it is all around us.

Title of Material	Source	Medium
Administrative Opportunities for Women Faculty	Indiana U.	case study with audio tape
Classroom Observation	Georgia State U.	observation exercise
Existing Sex Bias	U. of Tulsa	laboratory exercise
Faculty Screening Committee	Georgia State U.	laboratory exercise
Opening the Door	U. of Tulsa	filmstrip
The Pervasiveness of Sex Discrimination	U. of Tulsa	transparencies and text
Psychological Underpinnings of Sexism	Ohio State U.	monograph

*Silver, Paula, Facilitator's Manual, Project Synthesis Module, University of Tulsa, June, 1978.

Theme 1 (continued)

Title of Material	Source	Medium
Responses to Discriminatory Behavior	Indiana U.	case study with slide tape
Students' Reactions to Sexism	Georgia State U.	filmed case study
This is the Day	Ohio State U.	videotape
Women in Colleges and Universities	Indiana U.	monograph with slide tape and transparencies
Women in Educational Administration	U. of Iowa	laboratory exercise
Women in Educational Administration	Georgia State U.	monograph
Women in the Work Force	Ohio State U.	monograph

Theme 2: Sex discrimination takes many forms, some quite subtle, so that it permeates our lives and shapes our lifestyles.

Title of Material	Source	Medium
Balance and Imbalance in Power Relationships	U. of Iowa	laboratory exercise
Common Statements About Power	Boston U.	laboratory exercise
Faculty Screening Committee	Georgia State U.	simulation
Fringe Benefits Game	Georgia State U.	simulation
Grievance Procedures and Women's Equity	Indiana U.	case study with slide tape
How We View the Other Sex	U. of Iowa	laboratory exercise and text
Influence of Time on Decision Making	Georgia State U.	laboratory exercise
Power Relationships and Behavior	U. of Iowa	transparencies with text

Theme 2: (continued)

Title of Material	Source	Medium
Professional Productivity and the Reward System	Indiana U.	case study with audio tape
Professional Socialization	Indiana U.	case study with audio tape
The Search and Screen Committee	Indiana U.	simulation
Selecting New Faculty	Indiana U.	case study with audio tape
Sexism in Academe	Georgia State U.	printed case study
Women's Work	U. of Iowa	16mm film
You and Your Organization	Boston U.	laboratory exercise

Theme 3: There is legislation, particularly Title IX of the Education Amendments of 1972, directed toward reducing inequities in education.

How Well Do You Know Title IX?	U. of Tulsa	programmed text
Law Class Supplement on Equity Legislation	Georgia State U.	printed material
Schools and Federal Anti-Discrimination Laws	U. of Iowa	programmed text with computer interaction
Title IX: Its Regulations, Implications and Applications	U. of Iowa	computer simulation

Theme 4: Getting the facts is a necessary step in bringing about change.

Title of Materials	Source	Medium
A Day in the Life . . .	Boston U.	slide tape show
Affirmative Action for Professors	Georgia State U.	departmental self-study instruments
Equity Goal Ranking Process	Indiana U.	laboratory exercise
Handbook of Assessment Tools	U. of Tulsa	resource booklet
The Pervasiveness of Sex Discrimination	U. of Tulsa	transparencies and text
Women in Educational Administration	Georgia State U.	course supplements and data gathering activities

Theme 5: There is much that each person can do to increase educational equity.

Affirmative Action Goal Setting	Georgia State U.	laboratory exercise
Designing an Action Plan	U. of Iowa	in-basket simulation
Equity Goal Ranking Process	Indiana U.	laboratory exercise
Management Plan for Enhancing Educational Equity	Ohio State U.	laboratory exercise
Power Dependence and Effective Management	Boston U.	article
The Power Play	Boston U.	role-play simulation
Role and Negotiation	Boston U.	role-play simulation
A Strategic-Contingency Model of Power	U. of Iowa	laboratory exercise
Strategies and Resources for Reducing Sexism	U. of Tulsa	laboratory exercise
Strategies for Action	Boston U.	panel discussion simulation

H. SUGGESTIONS FOR SESSION XV

(Course Evaluation and Culminating Activities)

The final session of the course should be devoted to wrap-up and evaluation activities. Possible culminating activities might include:

1. Individual reports on items of particular interest uncovered while compiling the annotated bibliographies.

2. Group or individual reports on research efforts in adding current studies to supplement the material in the monograph, Women in Colleges and Universities.

3. Individual demonstrations of the equity in-service activities developed.

In addition, an exam may be given to assess the cognitive gains made by class members.

If the evaluation component for the course includes a post-test or post-attitude opinionnaire, the appropriate instruments should be administered during this final class session. However, whether a formal evaluation of the course is conducted or not, some type of subjective feedback on the merits of the activities and the organization of the sessions should be gathered. In addition, suggestions for future uses of the materials should be obtained from the class members.

APPENDIX

APPENDIX A

Components Developed in the Women's Equity Project

APPENDIX A

CHART I

COMPONENTS DEVELOPED IN THE WOMEN'S EQUITY PROJECT

Team Members and the Responsible University	Module Components	Medium of Presentation	Client Group For Which Module is Prepared
Boston University Miriam Clasby, Team Leader Joan Dee Anita Mishler Research Associates: Shirley Apostolon Cecelia Dibella Phyllis Schlesinger	**Choice for Change**		Women Preparing for Educational Administration
	I. Administration: Perceptions and Realities		
	A. A Day in the Life. . .	Filmstrip	
	B. Three Types of Management Skills	Skill Building Exercise	
	C. Role Transitions .	Skill Building Exercise	
	II. Bases of Power in Problem Solving		
	A. The Power Play	Simulation	
	B. Three Scenarios for Conflict Resolution	Role Negotiations	
	III. Strategies for Action	Practitioner Panel	
Georgia State University Charlotte Robinson, Team Leader James Maxey Research Associates: Jacqueline Irvine Susan Phibbs Addie Shopshire	Affirmative Action for Professors	Action Guide	Professors of Educational Administration
	Affirmative Action Goal Setting	Departmental Self-Study	
	Faculty Screening Committee	Laboratory Exercise	
	Fringe Benefits Game	Laboratory Exercise	
	Influence on Time in Decision-Making	Laboratory Exercise	
	Classroom Observation	Laboratory Exercise	
	Supervision and Sexism	Laboratory Exercise	
	"What the Teacher Learned in School Today"	16mm Film	
	Women in Educational Administration: A Summary of Research Legislation and Litigation with Suggestions for Inclusion in Educational Administration Courses	Monograph	
	A Case Study: Sexism in Academe	Case Study	

Team Members and the Responsible University	Module Components	Medium of Presentation	Client Group For Which Module is Prepared
University of Iowa L. Dean Webb, Team Leader John McLure Research Associate: Joyce Brennan	Evidence and Implications of Sex Decrimination in Education	Monograph and Self-Assessment Worksheets	Educational Administration Trainees (males and females)
	A Review of Federal Anti-Discrimination Legislation	Computerized Case Examples and/or Programmed Text	
	Title IX: Its Regulations, Implications and Applications	Lecturette and Computer Simulation	
	Women in Educational Administration Today	Laboratory Exercise	
	How We View the Other Sex	Laboratory Exercise	
	A Strategic-Contingency Model of Power	Laboratory Exercise	
	Balance and Imbalance in Power Relations	Laboratory Exercise	
	Women's Work—Role Negotation	16mm Film and Laboratory Exercise	
	Designing an Action Plan	Simulated In-Basket Materials	
Indiana University Martha McCarthy, Team Leader David Clark Marianne Mitchell Research Associates: Mary Anastasiow Karen Beam Joan Beckman Mary Carroll Laura Evans Katherine Tourin	Equity Goal Ranking Process	Laboratory Exercise	Policy Makers and Decision-Makers in Post-Secondary Systems
	The Search and Screening Committee	Simulation	
	Women in Colleges and Universities	Monograph	
	Selecting New Faculty	Case Study/Audio Tape	
	Professional Productivity and the Reward System	Case Study/Audio Tape	
	Professional Socialization	Case Study/Audio Tape	
	Responses to Discriminatory Behavior	Case Study/Slide Tape	
	Administrative Opportunities for Women Faculty	Case Study/Aduio Tape	
	Staff-Subordinate Relationships	Case Study/Slide Tape	
	Grievance Procedures and Women's Equity	Case Study/Slide Tpae	

Team Members and the Responsible University	Module Components	Medium of Presentation	Client Group For Which Module is Prepared
Ohio State University Ann Engin, Team Leader Russell Spillman Research Associates: Nancy Dare Marilyn Grady Abbey Hughes	This is the Day	Video Tape	Policy-Makers and Decision-Makers in K-12 Systems
	Women in the Work Force	Monograph	
	The Psychological Underpinnings of Sexism in American Society and the Schools	Monograph	
	Management Plan for Enhancing Educational Equity	Action Guide	
	Handicapped Female Professional	Case Study	
	Some are More Equal Than Others	Slide/Tape	
University of Tulsa Paula Silver, Team Leader Research Associates: Virginia Baldwin Martha Brown	Opening the Door	Filmstrip	Educators in First Five Client Groups and Others Interested Interested in Educational Equity
	The Pervasiveness of Sex Discrimination	Transparencies	
	How Well Do You Know Title IX?	Programmed Text	
	Handbook of Assessment Tools Related to Sex Discrimination	A Collection of Instruments	
	Resources and Strategies for Reducing Sexism	Workbook	

APPENDIX B

Validation Conferences

APPENDIX B

CHART II

VALIDATION CONFERENCES

Module/Client Group	Developers	Conference Site	Conference Contact	Conference Dates
Choice for Change/Women Preparing for Educational Leadership	Miriam Clasby, et al. Boston University	Boston University	Joan Dee	8/9-10/77
		Temple University	Barbara Pavan	4/25/78
		New York University	Naomi Biderman	4/6/78
		SUNY/Buffalo	Patricia Good	4/5/78
Equity for Women/Professors of Educational Administration	Charlotte Robinson, et al. Georgia State University	Georgia State University	James Maxey	5/20-21/77
		University of Houston	Dennis Spuck	5/1/78
		University of Maryland	Louise Berman	4/19/78
		University of Connecticut	Herbert Sheathelm	4/20/78
Equity for Women in Higher Education/Administration and Policy-makers in Post-Secondary	Martha McCarthy, et al. Indiana University	Northern Illinois University	David Clark and Marianne Mitchell	10/20/77
		The Ontario Institute for Studies in Education	Alphonse Selinger	5/1/78
Preparing Education Administration Trainees for Educational Equity/Trainees in Educational Administration	L. Dean Webb, et al. University of Iowa	University of Iowa	John McLure	7/15-16/77
		University of Florida	James Longstreth	5/1-2/78
		University of Utah	David Sperry	4/27-28/78
		Illinois State University	Mary Ann Lynn	4/19-20/78
Equity for Women in Elementary and Secondary Education/ Policy-makers and Decision-makers in K-12 Systems	Ann Engin, et al. Ohio State University	Ohio State University	Russell Spillman	12/5/77
		University of Minnesota	Joan McMahon	4/6/78
		University of Toledo	Dan Merritt	5/10/78
		University of Oregon	Patricia Schmuck	5/5/78
Synthesis Module/General	Paula Silver, et al. University of Tulsa	University of Tennessee	Robert Roney and Fred Venditti	4/17-18/78
		Arizona State University	M. Scott Norton	3/16-17/78
		University of Texas	Michael P. Thomas	4/3-4/78
		University of Tulsa	Paula Silver	

APPENDIX C

Leaders and Organizations Who Have Helped Produce Conferences

APPENDIX C

LEADERS AND ORGANIZATIONS WHO HAVE FACILITATED CONFERENCE PRESENTATIONS

Dale Mann
The American Educational Research Association

Louis Zeyen
The American Association of School Administrators

Douglas Hunt
The National Association for Secondary School Principals

Helen Dobrowolski
The National Association for Elementary School Principals

Executive Committee Members
The University Council for Educational Administration

Robin Farquhar
The Commonwealth Council for Educational Administration

David Wiles
The Southern Conference of Professors of Educational Administration

Carol Shaeffer
The Michigan Association of Professors of Educational Administration

Gordon Purrington
The New York Association of Professors of Educational Administration

APPENDIX D

Professors Who Validated Materials

APPENDIX D

PROFESSORS WHO VALIDATED MATERIALS

Charles Beegle	The University of Virginia
Kenneth Brooks	University of Kentucky
Nicholas DeLuca	State University of New York at Albany
Naomi Hersom	University of British Columbia
Erwin Miklos	The University of Alberta
Richard Podemski	University of Arkansas

APPENDIX E

Equity Goal Ranking Process Opinionnaire

APPENDIX E

Equity Goal Ranking Process Opinionnaire

Directions: Complete each of the following statements by placing an X anywhere along the horizontal line under each item. In the space for comments, include anything that helps clarify your rating.

1. The equity goal ranking process was:

Of Little Use — Somewhat Useful — Extremely Useful

Comments:

2. In general, the wording of the goal statements and descriptors was:

Unsatisfactory — Satisfactory — Very Satisfactory

Comments:

3. The participant directions were:

Unclear — Sufficiently Clear — Very Clear

Comments:

4. The exercise would be a useful instructional tool for the following groups in institutions of higher education:

Students _____ Administrators _____

Faculty _____ Boards of Trustees _____

5. Additional Comments:

No signature, please.

APPENDIX F

Monograph Opinionnaire

APPENDIX F

Monograph Opinionnaire

Directions: Complete each of the following statements by placing an X anywnere along the horizontal line under each item. In the space for comments, include anything that helps clarify your rating.

1. The length of the monograph was:

Too Short — About Right — Too Long

Comments:

2. Evidence to support the generalizations was:

Unsatisfactory — Satisfactory — Compelling

Comments:

3. The style developed for a higher education audience was:

Too Simple — Appropriate — Too Sophisticated

Comments:

4. The monograph would be a useful instructional tool for the following groups in institutions of higher education:

Students _____ Administrators _____

Faculty _____ Boards of Trustees _____

5. Additional Comments:

No signature, please.

APPENDIX G

Casebook Opiniomnaire

APPENDIX G

Casebook Opinionnaire

Directions: Complete each of the following statements by placing an X anywhere along the horizontal line under each item. In the space for comments, include anything that helps clarify your rating.

1. The breadth of situations covered was:

Insufficient	Adequate	Sufficient

Comments:

2. To what extent does the casebook portray relevant attitudes and behaviors:

Underplayed	Adequate	Over-played

Comments:

3. The discussion questions provoked discussions to generate further insight:

Seldom	Sometimes	Most of the Time

Comments:

4. The casebook would be a useful instructional tool for the following groups in institutions of higher education:

Students _____ Administrators _____

Faculty _____ Boards of Trustees _____

5. Additional Comments:

No signature, please.

APPENDIX H

Simulation Opinionnaire

APPENDIX H

Simulation Opinionnaire

Directions: Complete each of the following statements by placing an X anywhere along the horizontal line under each item. In the space for comments, include anything that helps clarify your rating.

1. The number of candidates to be evaluated was:

Too Few — Appropriate — Too Many

Comments:

2. Qualifications of the candidates were appropriate to the positions:

Seldom — Most of the Time — All of the Time

Comments:

3. The influence of context materials on the actions of the search and screen committee was:

Minor — Moderate — Major

Comments:

4. The simulation sequence was:

Not Difficult to Follow — Of Average Complexity — Too Complex

Comments:

5. The simulation would be a useful instructional tool for the following groups in institutions of higher education:

Students _____ Administrators _____

Faculty _____ Boards of Trustees _____

6. Additional comments:

No signature, please.

APPENDIX I

Pre- and Post-Evaluation Instruments

UCEA-WEEA

MATERIALS VALIDATION INSTITUTE

INDIANA UNIVERSITY

DIRECTIONS

1. Remove the Answer Sheet, which is the last page in this booklet.

2. Write the last four digits of your telephone number on the line in the upper right corner of the Answer Sheet.

3. Respond to each question by putting a circle around the appropriate number for each item on the Answer Sheet. Please be sure that the placement of your answer corresponds to the correct question number.

ILLUSTRATION:

32.	(1)	2	3	4	5
33.	1	2	3	(4)	5

4. Return the Answer Sheet to the conference consultant when completed.

MULTIPLE CHOICE

Each statement below is intended to have one, but only one, correct completion. Please respond to every question (by guessing, if necessary) by circling the number of the correct sentence completion on the Answer Sheet.

1. The commitment to career exhibited by women who complete doctorates may in general be characterized as
   1. discontinuous due to abandoning careers for husbands and children.
   2. primarily a commitment to part-time employment.
   3. limited commitment during the first five years and greater commitment in later years.
   4. continuous commitment to full-time employment.

2. The assertion that affirmative action for women in employment is in conflict with the goal of quality personnel in institutions of higher education is
   1. refuted by much research data.
   2. supported by data that reveal the relative lack of preparation and professional commitment of women.
   3. a legitimate reason for not seeking female candidates for college and university positions.
   4. a logical reason for establishing broad affirmative action goals rather than specific quotas

3. Of the more than 34,000 doctoral degrees granted in 1975, women were granted
   1. about 20%.
   2. about 10%.
   3. over 40%.
   4. under 5%.

4. A national study of top administrators in over 3 000 institutions of higher education in 1976-77 revealed the proportion of women in such positions to be
   1. approximately 25%.
   2. less than 1%.
   3. nearly 10%.
   4. about 33%.

5. Information about black women in colleges and universities reveals that
   1. they have benefitted doubly from being both female and minority.
   2. they earn higher salaries than black males
   3. it is impossible to determine the extent to which black women are attaining top positions in higher education institutions.
   4. race is more of a handicap than sex in obtaining employment equity.

6. In 1975-76 the percentage of women in college faculty positions was
   1. nearly 50%.
   2. nearly 25%.
   3. a new high of 35%.
   4. less than 10%.

7. The aspect of the employment and reward system in which efforts toward equity for women have shown greatest success is
   1. number of appointments to positions.
   2. allocation of time for research.
   3. academic rank.
   4. teaching and advisement loads.

8. Studies of salaries of faculty members in institutions of higher education indicates that
   1. salaries for women are significantly lower than those for men, even at entry level.
   2. over time the salaries of men increasingly exceed those of women.
   3. over time, the salaries of women tend to equalize with those of men.
   4. women rapidly move up the salary schedules from initial low figures.

9. During job interviews discrimination becomes apparent when women are asked about
   1. their academic life.
   2. their goal expectancies.
   3. their husband's career.
   4. where they intend to live.

10. The most disadvantaged group of women faculty who are still suffering from lack of attention to their plight are those appointed in
    1. the early 1950's.
    2. the late 1950's.
    3. the mid 1960's.
    4. the early 1970's.

DEMOGRAPHIC INFORMATION

By circling the appropriate number on the Answer Sheet for each item below, please indicate which response best applies to you.

11. Sex
    1. female
    2. male

12. Age
    1. under 21
    2. 21 - 30
    3. 31 - 40
    4. 41 - 50
    5. 51 or over

13. Years of professional experience in education
    1. none
    2. 1 - 2 years
    3. 3 - 5 years
    4. 6 - 10 years
    5. more than 10 years

14. Present position (major educational employment)
    1. student of educational administration
    2. administrator or policy maker, K-12 system
    3. administrator or policy maker, higher ed.
    4. professor
    5. other (please specify)

15. Marital status
    1. currently married
    2. divorced (single)
    3. never married
    4. widowed/widowered (single)

76

last four digits of phone number

ANSWER SHEET

1.	1	2	3	4	
2.	1	2	3	4	
3.	1	2	3	4	
4.	1	2	3	4	
5.	1	2	3	4	
6.	1	2	3	4	
7.	1	2	3	4	
8.	1	2	3	4	
9.	1	2	3	4	
10.	1	2	3	4	
11.	1	2			
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	

UCEA -WEEA

MATERIALS VALIDATION INSTITUTE

INDIANA UNIVERSITY

DIRECTIONS

1. Remove the Answer Sheet, which is the last page in this booklet.

2. Write the last four digits of your telephone number on the line in the upper right corner of the Answer Sheet.

3. Respond to each question by putting a circle around the appropriate number for each item on the Answer Sheet.

4. After completing the items within the booklet, please turn the Answer Sheet over and respond to the question on the back of the sheet.

5. Return the Answer Sheet to the conference consultant when completed.

THANK YOU FOR YOUR COOPERATION!

MULTIPLE CHOICE

Please respond to every question by circling the number of the correct answer on the Answer Sheet.

1. The financial support received by women doctoral students, who are selected from among the higher undergraduate achievers,
   1. is presently less than that received by men.
   2. is currently more than that received by men.
   3. is about equivalent to that received by men as of recent years.
   4. has generally been equivalent to that received by men.

2. Survey research indicates that female faculty members are most likely to be found in
   1. the more liberal institutions.
   2. large urban research centers.
   3. less prestigious institutions.
   4. large state universities.

3. According to recent research, the proportion of female professors of educational administration
   1. is less than 5%.
   2. is about 10%.
   3. is about 15%.
   4. has doubled yearly since 1971.

4. Salary discrimination by sex in institutions of higher education
   1. has been eliminated from the institutions where it was practiced.
   2. persists at the higher ranks, especially for full professors.
   3. has actually proved financially advantageous for women.
   4. does not exist when rank, years of experience, and specialization are taken into account.

5. The available data about sub-groups of academic women (racial, wives of students, wives of faculty) suggest that
   1. these women encounter discriminatory practices which make their participation in colleges and universities extremely difficult.
   2. these women get preferential treatment because of their special status.
   3. affirmative action programs have removed the barriers for these women.
   4. these women are treated the same as other women at colleges and universities.

6. One of the major barriers to women who aspire to top administrative positions is
   1. lack of ability to handle decision making.
   2. the current over-representation of women at this level.
   3. their unwillingness to move to institutions that have such openings.
   4. lack of experience due to prior denial of entry to administrative positions.

7. Married women with doctorates are
   1. treated less equitably than single women or married men.
   2. given more benefits because of their husbands' influence.
   3. treated more equitably than single women.
   4. substantially unaffected by department politics.

8. Surveys of college and university faculties indicate that of married women with children
   1. 60% work full time.
   2. about 40% work full time.
   3. less than 10% work full time.
   4. more than 90% work full time.

9. The academic achievement of women students, when compared with that of men, is
   1. generally superior.
   2. superior only in home economice and education.
   3. generally inferior.
   4. inferior only in engineering and physical science.

10. Investigations of the scholarly productivity of male and female faculty in comparable institutions with comparable faculty assignments reveal that
    1. male faculty produce three times as much as female faculty.
    2. women faculty produce at a rate about twice that of male faculty.
    3. there is no significant difference between males and females in rate of productivity.
    4. the productivity of females as negligible.

CONTINUE ON REVERSE ---→

OPINIONNAIRE

One of the components of the materials used in this conference was: a group activity entitled "Equity Goal Ranking Process."

Please express your opinion about this particular component by indicating the extent to which you agree or disagree with each of the statements below. Please mark your answer in the appropriate column on the Answer Sheet. (1 = Strongly Agree; 2 = Mildly Agree; 3 = neither agree nor disagree; 4 = Mildly Disagree; 5 = Strongly Disagree.)

11. I did not gain any new information or knowledge about the role of women in education from this component.

12. This component increased my commitment to enhancing the role of women in education.

13. I didn't gain any skills relevant to enhancing the role of women in education from using this component.

14. This component was attractive looking.

15. This component was unclear and difficult to understand.

16. I would like to use this component in training others for enhancing the role of women in education.

17. The information presented in this component was poorly organized.

18. The technical aspects of this component (e.e., images, sound track, reproduction) were well done.

19. In comparison to the other component of the materials used at this conference, this component was the worst.

20. In comparison to other materials I've seen (not at this conference), this component was among the best.

OPINIONNAIRE

One of the components of the materials used in this conference was: a simulation entitled "The Search and Screening Committee."

Please express your opinion about this particular component by indicating the extent to which you agree or disagree with each of the statements below. Please mark your answer in the appropriate column on the Answer Sheet. (1 = Strongly Agree; 2 = Mildly Agree; 3 = neither agree nor disagree; 4 = Mildly Disagree; 5 = Strongly Disagree.)

21. I did not gain any new information or knowledge about the role of women in education from this component.

22. This component increased my commitment to enhancing the role of women in education.

23. I didn't gain any skills relevant to enhancing the role of women in education from using this component.

24. This component was attractive looking.

25 This component was unclear and difficult to understand.

26. I would like to use this component in training others for enhancing the role of women in education.

27. The information presented in this component was poorly organized.

28. The technical aspects of this component (e.e., images, sound track, reproduction) were well done.

29. In comparison to the other component of the materials used at this conference, this component was the worst.

30. In comparison to other materials I've seen (not at this conference), this component was among the best.

CONTINUE ON REVERSE ---→

OPINIONNAIRE

One of the components of the materials used in this conference was: a monograph called "Women in Colleges and Universities."

Please express your opinion about this particular component by indicating the extent to which you agree or disagree with each of the statements below. Please mark your answer in the appropriate column on the Answer Sheet. (1 = Strongly Agree; 2 = Mildly Agree; 3 = neither agree nor disagree; 4 = Mildly Disagree; 5 = Strongly Disagree.)

31. I did not gain any new information or knowledge about the role of women in education from this component.

32. This component increased my commitment to enhancing the role of women in education.

33. I didn't gain any skills relevant to enhancing the role of women in education from using this component.

34. This component was attractive looking.

35. This component was unclear and difficult to understand.

36. I would like to use this component in training others for enhancing the role of women in education.

37. The information presented in this component was poorly organized.

38. The technical aspects of this component (e.e., images, sound track, reproduction) were well done.

39. In comparison to the other component of the materials used at this conference, this component was the worst.

40. In comparison to other materials I've seen (not at this conference), this component was among the best.

OPINIONNAIRE

One of the components of the materials used in this conference was: a book of reality-based case studies entitled "Women in Higher Education."

Please express your opinion about this particular component by indicating the extent to which you agree or disagree with each of the statements below. Please mark your answer in the appropriate column on the Answer Sheet. (1 = Strongly Agree; 2 = Mildly Agree; 3 = neither agree nor disagree; 4 = Mildly Disagree; 5 = Strongly Disagree.)

41. I did not gain any new information or knowledge about the role of women in education from this component.

42. This component increased my commitment to enhancing the role of women in education.

43. I didn't gain any skills relevant to enhancing the role of women in education from using this component.

44. This component was attractive looking.

45. This component was unclear and difficult to understand.

46. I would like to use this component in training others for enhancing the role of women in education.

47. The information presented in this component was poorly organized.

48. The technical aspects of this component (e.e., images, sound track, reproduction) were well done.

49. In comparison to the other component of the materials used at this conference, this component was the worst.

50. In comparison to other materials I've seen (not at this conference), this component was among the best.

posttest

last four digits of phone number 83

ANSWER SHEET

1.	1	2	3	4
2.	1	2	3	4
3.	1	2	3	4
4.	1	2	3	4
5.	1	2	3	4
6.	1	2	3	4
7.	1	2	3	4
8.	1	2	3	4
9.	1	2	3	4
10.	1	2	3	4

	Strongly Agree	Mildly Agree	neither agree nor disagree	Mildly Disagree	Strongly Disagree
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5
21.	1	2	3	4	5
22.	1	2	3	4	5
23.	1	2	3	4	5
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29.	1	2	3	4	5
30.	1	2	3	4	5

	SA	MA	U	MD	SD
31.	1	2	3	4	5
32.	1	2	3	4	5
33.	1	2	3	4	5
34.	1	2	3	4	5
35.	1	2	3	4	5
36.	1	2	3	4	5
37.	1	2	3	4	5
38.	1	2	3	4	5
39.	1	2	3	4	5
40.	1	2	3	4	5
41.	1	2	3	4	5
42.	1	2	3	4	5
43.	1	2	3	4	5
44	1	2	3	4	5
45.	1	2	3	4	5
46.	1	2	3	4	5
47.	1	2	3	4	5
48.	1	2	3	4	5
49.	1	2	3	4	5
50.	1	2	3	4	5

ADDITIONAL REMARKS

Please use the space below to share any additional comments, opinions, or observations about this conference and/or any of the materials used during the conference. We welcome your critique and suggestions!

UCEA-WEEA

MATERIALS VALIDATION INSTITUTE

INDIANA UNIVERSITY

DIRECTIONS

1. Remove the Answer Sheet, which is the last page in this booklet.

2. Write the last four digits of your social security number on the line in the upper right corner of the Answer Sheet.

3. Respond to each question by putting a circle around the appropriate number for each item on the Answer Sheet. Please be sure that the placement of your answer corresponds to the correct question number.

ILLUSTRATION:

32.	1	2	3	(4)	5
33.	(1)	2	3	4	5

4. Return the Answer Sheet to the conference consultant when completed.

The statements below represent various points of view about the social roles of females and males. Because we are interested in the way you feel about these matters, we have tried to present a range of points of view in this questionnaire. Please indicate your personal opinion about each statement by means of the following code: circle 1 on the Answer Sheet if you strongly agree;
circle 2 on the Answer Sheet if you agree;
circle 3 if you neither agree nor disagree;
circle 4 if you disagree; and
circle 5 if you strongly disagree.

1. The word "chairperson" should be used in preference to "chairman."
2. To correct sex-related imbalances, special efforts should be made to recruit women to serve as school principals.
3. We should do away with such titles as Mrs. and Miss because a woman's marital status is not relevant to her professional interactions.
4. High school students who are pregnant should be counseled to discontinue attending classes temporarily.
5. Girls should be taught how to be assertive.
6. It is reasonable to grant more scholarships in science, engineering and mathematics to boys than to girls.
7. Fighting is okay for boys, but not for girls.
8. Husbands who do some of the housework are being generous to their wives.
9. Consciousness raising about sexism should be part of the school curriculum.
10. Boys should have more opportunities than girls to participate in extra-curricular activities, since this is training for later leadership positions.
11. In order to have political equality in this country, about half the mayors, senators and governors should be women.
12. Men are naturally less emotional than women.
13. Child care leave for teachers should be provided for new fathers as well as for new mothers.
14. Men should have the political power in this country.
15. Women are generally worse automobile drivers than men are.
16. A man teaching home economics is laughable.
17. College education is less important for girls than for boys.
18. Girls should be discouraged from seeking careers in automotive mechanics.
19. Women are more attractive when they are gentle and softspoken than when they are assertive and outspoken.
20. Gym classes in high school should not be co-educational.

DEMOGRAPHIC INFORMATION

By circling the appropriate number on the Answer Sheet for each item below, please indicate which response best applies to you.

21. Sex
    1. female
    2. male

22. Age
    1. under 21
    2. 21 - 30
    3. 31 - 40
    4. 41 - 50
    5. 51 or over

23. Years of professional experience in education
    1. none
    2. 1 - 2 years
    3. 3 - 5 years
    4. 6 - 10 years
    5. more than ten years

24. Present position
    1. teacher, K-12 system
    2. professor
    3. administrator (school or college)
    4. psychologist or guidance counselor
    5. other

25. Marital status
    1. currently married
    2. divorced (single)
    3. never married
    4. widowed/widowered

Each statement below is intended to have one, but only one, correct completion. Please respond to every question (by guessing, if necessary) by circling the number of the correct sentence completion on the Answer Sheet.

26. The commitment to career exhibited by women who complete doctorates may in general be characterized as
    1. discontinuous due to abandoning careers for husbands and children.
    2. primarily a commitment to part-time employment.
    3. limited commitment during the first five years and greater commitment in later years.
    4. continuous commitment to full-time employment.

27. The assertion that affirmative action for women in employment is in conflict with the goal of quality personnel in institutions of higher education is
    1. refuted by much research data.
    2. supported by data that reveal the relative lack of preparation and professional commitment of women.
    3. a legitimate reason for not seeking female candidates for college and university positions.
    4. a logical reason for establishing broad affirmative action goals rather than specific quotas

28. Of the more than 34,000 doctoral degrees granted in 1975, women were granted
    1. about 20%.
    2. about 10%.
    3. over 40%.
    4. under 5%.

29. A national study of top administrators in over 3 000 institutions of higher education in 1976-77 revealed the proportion of women in such positions to be
    1. approximately 25%.
    2. less than 1%.
    3. nearly 10%.
    4. about 33%.

30. Information about black women in colleges and universities reveals that
    1. they have benefitted doubly from being both female and minority.
    2. they earn higher salaries than black males
    3. it is impossible to determine the extent to which black women are attaining top positions in higher education institutions.
    4. race is more of a handicap than sex in obtaining employment equity.

31. In 1975-76 the percentage of women in college faculty positions was
    1. nearly 50%.
    2. nearly 25%.
    3. a new high of 35%.
    4. less than 10%.

32. The aspect of the employment and reward system in which efforts toward equity for women have shown greatest success is
    1. number of appointments to positions.
    2. allocation of time for research.
    3. academic rank.
    4. teaching and advisement loads.

33. Studies of salaries of faculty members in institutions of higher education indicates that
    1. salaries for women are significantly lower than those for men, even at entry level.
    2. over time the salaries of men increasingly exceed those of women.
    3. over time, the salaries of women tend to equalize with those of men.
    4. women rapidly move up the salary schedules from initial low figures.

34. During job interviews discrimination becomes apparent when women are asked about
    1. their academic life.
    2. their goal expectancies.
    3. their husband's career.
    4. where they intend to live.

35. The most disadvantaged group of women faculty who are still suffering from lack of attention to their plight are those appointed in
    1. the early 1950's.
    2. the late 1950's.
    3. the mid 1960's.
    4. the early 1970's.

pre

ANSWER SHEET

Social Security Number
(last four digits)
89

A/SRDE

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5

DEMOGRAPHIC INFORMATION

21.	1	2			
22.	1	2	3	4	5
23.	1	2	3	4	5
24.	1	2	3	4	5
25.	1	2	3	4	

MULTIPLE CHOICE

26.	1	2	3	4
27.	1	2	3	4
28.	1	2	3	4
29.	1	2	3	4
30.	1	2	3	4
31.	1	2	3	4
32.	1	2	3	4
33.	1	2	3	4
34.	1	2	3	4
35.	1	2	3	4

APPENDIX J

Individual Rating of the Level of Attainment of Equity Goals Within the Institution

APPENDIX J

Individual Rating of the Level of Attainment
of Equity Goals Within the Institution*

Directions:

Listed on the next page are the equity goals established for your institution. The goals are not listed in priority order.

Your task is to read each of the goal statements and ask yourself:

"In my opinion, how well are current programs meeting this goal?"

The answer to this question for each of the goals will provide the Board of Trustees and administrators with the information needed to revise existing programs and to develop new programs to advance equity. When the results are examined, the institution will interpret your statements in the following manner:

EXTREMELY POOR means:

This goal is the institution's responsibility but almost nothing is being done to meet this goal.

POOR means:

I believe programs designed to meet this goal are weak. I believe that much more effort must be made by the institution to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:

I believe present programs are acceptable, but I would like to see more importance attached to this goal by the institution.

LEAVE AS IS means:

I believe the institution is doing a good job in meeting this goal. I am satisfied with the present programs which are designed to meet this goal.

TOO MUCH IS BEING DONE means:

I believe the institution is already spending too much time in this area. I believe programs in this area are not the responsibility of the institution.

---

*Adapted from the Phi Delta Kappa Student Goal Ranking Process.

Individual Rating (continued)

USE THIS SCALE TO ASSIGN A SCORE TO EACH OF THE FOLLOWING GOAL STATEMENTS:

Extremely Poor			Poor			Fair but More Needs To Be Done			Leave as Is			Too Much Is Being Done		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Score

_____ 1. Increase efforts to locate and hire qualified women for professional employment.

_____ 2. Establish salary, promotion and tenure policies that ensure equal treatment of women.

_____ 3. Revise course content, class activities and student support services to eliminate sex bias.

_____ 4. Increase knowledge of equity legislation and the status of women in colleges and universities.

_____ 5. Encourage the professional socialization of women.

_____ 6. Strengthen formal grievance procedures for use by those who feel they have received differential treatment based on sex.

_____ 7. Develop objective policies to ensure equitable working conditions for women.

_____ 8. Provide employee fringe benefits on an equitable basis.

_____ 9. Encourage the promotion of women to administrative positions.

_____ 10. Provide training experiences to sensitize personnel to equity issues and existing discriminatory practices.

APPENDIX K

Inventory of Topical Areas of Discrimination

APPENDIX K

Inventory of Topical Areas of Discrimination*

1. Selection Processes

   (a) Inadequate identification of availability pool.
   (b) Inadequate methods of recruiting applicants.
   (c) Differential evaluation of credentials.
   (d) Irrelevant topics in personal interviews.
   (e) Lack of access to positions for accumulating experience.
   (f) Appointments to low status committees.

2. Reward Systems

   (a) Differential evaluation of performance.
   (b) Devaluation of related professional activities.

3. Professional Socialization

   (a) Lack of support and encouragement from peers and superiors.
   (b) Perceived lack of long-term commitment.
   (c) Social isolation.
   (d) Limited access to informal exchange network.
   (e) Exclusion from informal interactions.

4. Expectations for Productivity--Stereotyping

   (a) Expectations about priority of professional activities.
   (b) Stereotypes of professional status.
   (c) Stereotypes of professional aspirations.

5. Superordinate/Subordinate Relationships

   (a) Lack of cooperation.
   (b) Refusal to provide assistance.
   (c) Lack of respect.
   (d) General insubordination.

6. Remedies and Recourse

   (a) Collegial tradition versus affirmative action guidelines.
   (b) Misunderstanding of applicability of equity laws.
   (c) Interdepartmental and peer pressure.

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*This chart also appears in the introductory material in Women in Higher Education: A Casebook and is keyed to the cases that have been developed by the Indiana University team.